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ABSTRACT

Intended to assist local school districts in developing personnel standards and evaluation procedures for district-level special education administrators, this document begins by summarizing aspects of the evaluation of special education administrators. The document is then organized into areas of responsibility, with corresponding outcomes and specific evaluation statements for each area. Responsibility areas were developed from a review of the literature and evaluation documents, and include the following: advocacy; policy and planning; leadership; compliance management; fiscal management; human resources management; curriculum, instruction, and related services; community relations; improving the educational process; and promoting growth/self actualization. Responsibility areas generally include 2 to 5 outcomes and 3 to 10 evaluation statements. A sample evaluation format is also included. (Contains 8 references.) (DB)

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CASE RESEARCH COMMITTEE

INFORMATION DISSEMINATION PACKET

Position Responsibilities and Relationships in the Evaluation of District Level Special Education Administrators

By:
Carl A. Lashley
April 1991

INDIANA UNIVERSITY

Department of School Administration
Department of Special Education

1992

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Position Responsibilities and Relationships in the Evaluation of District Level Special Education Administrators

A Review of Position Descriptions, Performance Evaluation Instruments, and Research Regarding the Job Responsibilities and Performance Evaluation of District Level Special Education Administrators

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April 1991

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Position Responsibilities and Relationships in the Evaluation of District Level Special Education Administrators

Return to: Carl Lashley
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We are interested in pursuing further reviews of position descriptions and performance evaluation instruments for administrators responsible for special education programs, particularly special education directors, coordinators of special education and related services, and principals. If you wish to help with this review, please send a copy of these documents from your district to the address listed above. Any additional feedback which you could provide would be greatly appreciated. Thank you for your interest and support.

1. How did you use the document (e.g., planning personnel policies, writing evaluation instruments, general interest, staff development needs)?

2. What suggestions would you make about the organization and/or style of the document?

3. What did you like about the document?

4. What would you recommend that we do differently?

5. How might the CASE Research Committee further assist you as you plan personnel processes for special education administrators?

6. Please take a few minutes to make some general comments regarding your impression of this document.

Summary

The CASE Research Committee began this review in order to identify competencies and standards which would indicate that the job description of the district level administrator of special education programs consists of criteria which place him/her in a position to advocate for and operate the program as an effective advocate, leader and manager. These statements are presented in a framework which encourages inclusion of students with disabilities into the life of the school. Accordingly, the statements suggest collaboration and cooperative functions with other administrators, principals, teachers, and parents. The CASE Research Committee has undertaken this project because of its interest in encouraging effective coordination of services for students with disabilities at the school and district level. If these services are to be effective, responsibility for effectiveness must be invested in personnel so that they can do their jobs and performance accountability must be in place so that superintendents and boards of education can measure and reward effectiveness.

Position descriptions and evaluation instruments with appropriate standards provide the framework for effectiveness and accountability in the personnel development process. The information provided in this set of criteria is intended to assist board members, superintendents, and special education administrative personnel in developing personnel documents at the district level.

The paper is organized to provide background information and a pool of evaluation criteria from which specific items might be chosen. The **Commentary** briefly summarizes some aspects of evaluation of special education administrators. Following the background information, a list and description of the general **Categories for Evaluation Statements** are provided. These categories emerged from the literature and evaluation documents, and a pool of categories developed. The categories then were combined and synthesized, resulting in the categories and descriptions listed.

Outcomes are listed for each category. These outcomes are intended to provide some examples of administrative functions which can be easily documented for each of the **Categories of Evaluation Statements**. It is suggested that these **Outcomes** become the focus of the performance evaluation instrument and that the **Evaluation Statements** be used to form the position description for the special education administrator.

Evaluation Statements are then listed for each category. These statements were chosen from various sources in the literature on special education effectiveness and from existing district position descriptions and evaluation instruments. It is suggested that district personnel develop specific indicators of attainment of the **Outcomes** and **Evaluation Statements**. These indicators should be tailored specifically to the requirements of the state and district and to the unique aspects of the special education administrator's position in the district.

An sample evaluation format is included to provide some guidance regarding the use of these criteria. The **Outcomes, Categories of Evaluation Statements, and Evaluation Statements** are drawn from the pool of items gathered herein. Readers are invited to review and critique this example and to consider the information from this paper, as they work to improve the quality of education available to students in their districts and schools.

Introduction

Rationale

Historically, the formal organization in schools has encouraged the development and independence of the parallel organization, special education. However, the advent of site-based management, the cost of providing special education services, the popularity of effective schools research, and the debate over the effectiveness and efficiency of the parallel organization have encouraged discussion of shared responsibility for the education of all students. School administrator preparation programs, administrators at the district level, and principals have begun a dialogue about the changes in schools' approaches to the individual problems of students and the effects which these changes will have on role responsibilities. As the role of the principal and the special education administrator change, how their performance is assessed must also change.

The CASE Research Committee began this review in order to identify competencies and standards which would indicate that the job description of the district level administrator of special education programs consists of criteria which place him/her in a position to advocate for and operate the program as an effective advocate, leader and manager. These criteria are presented in a framework which encourages inclusion of students with disabilities into the life of the school. Accordingly, the criteria suggest collaboration and cooperative functions with other administrators, principals, teachers, and parents.

The performance evaluation of special education personnel will necessarily undergo change as school districts move toward inclusive models in the education of students with disabilities. Position descriptions and performance evaluation instruments must reflect collaboration between school district personnel, if schools are to meet a goal of providing educational opportunities for all students. The CASE Research Committee has undertaken this project because of its interest in encouraging effective coordination of services for students with disabilities at the school and district level. If these services are to be effective, responsibility for effectiveness must be invested in personnel so that they can do their jobs and performance accountability must be in place so that superintendents and boards of education can measure and reward effectiveness. Position descriptions and evaluation instruments

with appropriate standards provide the framework for empowerment, accountability and effectiveness in the personnel development process.

Position descriptions and evaluation instruments for all administrative personnel who have responsibility for special education programs must reflect a collaborative spirit. There are also program management and leadership aspects specific to special education which must be emphasized. The information provided in this set of criteria is intended to assist board members, superintendents, and special education administrative personnel in developing personnel documents at the district level. From these criteria, districts can select general standards for evaluation and add specific measurable criteria which indicate how the special education administrator can meet the standards. This kind of evidence of effectiveness is important to the evaluation process and must be added locally in order to tailor the criteria specifically to fit local conditions and expectations.

Research Activities

Research literature and state and district personnel documents were reviewed for this study. The absence of references to curriculum, curriculum development, and the quality of instructional delivery was notable as information regarding performance evaluation was considered. Perhaps the emphasis on putting special education programs in place since the passage of P.L. 94-142 in 1975 has caused school districts to be more concerned with the existence of the program structure than with the substance of the program. Since the impetus has been on building programs and implementing processes according to federal and state regulations, school personnel have had neither the energy nor the resources to address substantive issues, such as curriculum and instruction. This same notion underlies the criticism that special education programs are too burdensome because of the proliferation of regulations, legal interpretations and paperwork.

In addition to the lack of mention of curricular issues, the lack of specificity of position descriptions and performance evaluation instruments for special education administrators was notable. Many of the documents reviewed were written so that they could be generally applied to any district level administrator. There were few examples of personnel documents which could be identified by their content as related to special education. Although a general set of documents might be easier

to use in a district, it seems appropriate to suggest that position descriptions and performance evaluation instruments should rather specifically describe the jobs for which they are written. This perspective is particularly important as boards of education and superintendents increasingly hold administrators accountable for the programs they administer. The position description and performance evaluation instrument can serve to establish and communicate expectations for the job performance of the administrator as well as set a tone for the nature and direction of the program.

The sources listed include articles and documents from the literature and district documents which provided specific standards. Position descriptions and evaluation documents were solicited from the thirty-eight state presidents of chapters of the Council of Administrators of Special Education (CASE) and from other school districts and states. The approximately two dozen documents reviewed reveal many duplications. The documents cited represent the performance evaluation materials which included standards and/or descriptors which are specific to special education administrators.

The most important contributions to this set of evaluation statements for special education administrative personnel came from the Effectiveness Indicators for Special Education developed by the CASE Research Committee in 1986 and from David Zadnick's (1985) "Critical Success Factors of Special Education Administrators". This document provides essential guidance for educators who are interested in any aspect of evaluation of the special education program in schools.

Organization of the Paper

The paper is organized to provide background information and a pool of evaluation statements from which specific items might be chosen. The **Commentary** briefly summarizes some aspects of evaluation of special education administrators. Following the **Commentary**, a list and description of the **Categories for Evaluation Statements** are provided. These categories emerged from the literature and evaluation documents. A pool of categories developed. The categories then were combined and synthesized, resulting in the categories and descriptions listed.

Outcomes are listed for each category. These outcomes are

intended to provide some examples of administrative functions which can be documented for each of the **Categories of Evaluation Statements**. It is suggested that these **Outcomes** become the focus of the performance evaluation instrument and that the **Evaluation Statements** be used to form the position description for the special education administrator.

Evaluation Statements are then listed for each category. These statements were chosen from various sources in the literature on special education effectiveness and from existing district position descriptions and evaluation instruments. Statements which are quoted or paraphrased from one of these sources have the source indicated in parentheses. An effort was made to avoid duplication while providing a variety of options from which personnel administrators could choose. Statements which seem to have a similar emphasis are grouped together under each **Category** in order to provide examples of various alternatives for writing **Evaluation Statements**. Generally the first statement, which is preceded by a bold-faced number, summarizes the others listed below it. In some cases, these statements are from district documents, and in other cases, the statements are combinations of district statements. In the latter case, no source is listed.

The term students with disabilities is used throughout this paper to refer to students who receive special education and related services. Students with disabilities has been substituted in all cases for other terminologies which are used to categorize these students.

It is suggested that district personnel develop specific indicators of attainment of the **Outcomes** and **Evaluation Statements**. These indicators should be tailored specifically to the requirements of the state and district and to the unique aspects of the special education administrator's position in the district.

An example evaluation format from a sample school district is included to provide some guidance regarding the use of these criteria. The **Categories of Evaluation Statements, Outcomes, and Evaluation Statements** are drawn from the pool of items gathered herein. Readers are invited to review and critique this example and to consider the information from this paper, as they work to improve the quality of education available to students in their districts and schools.

Position Responsibilities and Relationships in the Evaluation of District Level Special Education Administrators

Commentary

Because special education programs have developed as an organization parallel to the formal organization in the educational program, responsibility for both the district level and day-to-day operation of the special education program has often devolved to the district level special education administrator. This differs markedly from the roles which other district level administrators, such as general education supervisors and administrators, ECIA Chapter I Directors or Vocational Education Directors, assume in the programs for which they are responsible. District level administrators generally have supervisory, resource management, and advisory responsibilities for the programs which they direct. They acquire a detailed knowledge of the function and substance of the program so that they can meet regulatory demands and access resources for the program. They generally have supervisory responsibility for the management of the program at the school level, leaving day-to-day responsibilities to school principals. School principals acquire a general level of knowledge about the substance of the program and specific knowledge necessary to implement the program in their schools.

School principals have been hesitant to assume responsibility for special education programs in their buildings because they perceive that special education is legally technical and litigious in nature and because they perceive that special training is needed to provide the special curriculum and instructional program required for students placed in the parallel organization. In addition, special educators have been reluctant to release responsibility for their programs to the formal organization. In some cases, day-to-day authority has been granted to principals who in turn delegate these responsibilities to special educators whose primary responsibility is instruction.

When administrators discuss special education programs, there is sometimes little agreement about who is responsible for their operation. Because of this ambiguity, a well-defined list of position responsibilities for special education administrators has not been developed. Indeed, the

review of position descriptions and performance evaluation documents conducted in the preparation of this paper revealed that these documents were generic in describing administrative responsibilities in many cases. It is unlikely that personnel processes will reflect the actual job functions of special education administrators at the district level until responsibilities for special education are similar to those of other district level administrators for the programs under their supervision and until principals become responsible for the instruction of all students in their schools. The major role of the special education administrator at the district level will then become one of applying his/her special knowledge about the diversity of the learning process in children to assist others in fulfilling their responsibilities for the education of all students. Special education, under this line of thinking, is a support system to the formal organization which maintains responsibility for the education of all students. As more authority for special education programs devolves to the school principal, it will be necessary to develop evaluation systems for principals which reflect the responsibilities and accountability which arise from the presence of students with disabilities in the school.

Evaluation systems generally have both normative and summative functions. Increasingly, evaluation of administrative personnel has become tied to accountability systems which are in place in school systems, and position descriptions and evaluation formats are often tied to written district goals and objectives. With increased attention being given to measurable standards of student success, administrators are often evaluated, either formally or informally, through an inspection of available test data and other standardized measures. This perspective has a hidden pitfall for district level administrators and principals responsible for special education programs. A program which encourages inclusion of all students in the life of the school, including accountability systems, might engender lower test scores on standardized measures, and as a result, the administrator faces a difficult bind - achieving the goal of inclusion results in not achieving goals in standardized test scores. Because test scores are publicly available and more generally understood, at least at a superficial level, this administrator might face increasing pressure to sacrifice gains made in the more nebulous inclusion area for gains in the more clearly understood test scores. This issue becomes particularly important when school performance is tied to individual performance evaluation and to incentives such as merit pay and advancement on career ladders.

The emphasis on accountability which is currently receiving considerable attention in the general education program could be translated into special education terms if a school board or administrative unit were so inclined. For example, P.L. 94-142 requires that mastery level be included on Individual Education Plans and that Individual Education Plans be reviewed at least annually. Emphasis on quantitative measures in these two functions could be used to determine student progress in special education. In addition, such functions as meeting required timelines, referral and placement rates, placements in less restrictive environments and numbers of students served, could be measured in terms of district goals. Measurable standards could be established for the district against which the management of the special education program could be compared. Districts could then tie these measures to performance evaluation of personnel in similar fashion to the linkage of standardized test scores, graduation rates and drop-out rates to performance evaluation of teachers and administrators in a given school.

The **Evaluation Statements** listed here are intended to be applied to district level administrators with responsibilities in special education administration, although they could be adapted for use in evaluating school principals. The assumptions underlying these criteria is that the district level special education administrator has district level responsibility and that day-to-day operation of special education programs is the responsibility of the school principal. Other administrators in school districts could also have some of these criteria included in their position descriptions or evaluation instruments to reflect their responsibility for the education of students with disabilities. As educational systems move toward inclusion of all students in school programs and toward mutual responsibility for the education of all students, the criteria given here could be included on many position descriptions as administrators begin to share duties and accountability for decision-making and program effectiveness.

Position Responsibilities and Relationships in the Evaluation of District Level Special Education Administrators

Categories for Evaluation Statements - Descriptions

Advocacy - working with other school personnel, community members and parents to encourage inclusion of persons with disabilities in the life of the schools and community

Policy and Planning - working with other administrators, school personnel and members of the Board of Education to develop, implement and communicate district policy

Leadership - creating relationships within the organization which are conducive to change and shared decision-making

Compliance Management - assuring compliance with relevant local, state and federal laws, regulations, policies and procedures

Fiscal Management - acquisition and management of financial resources

Human Resources Management - recruitment, retention and development of educational personnel

Curriculum, Instruction and Related Services - facilitating delivery of instruction and related services for students with disabilities through collaboration with other school administrators, principals, teachers and related services and support personnel, non-certified personnel, and parents

Community Relations - coordinating contractual and educative public relations with agencies, organizations and individuals within the community

Improving the Educational Process - encouraging innovation through participation in research, evaluation, and program development activities

Promoting Growth/Self Actualization - participating in professional and personal development activities

Sources are provided for Evaluation Statements where appropriate. (CASE) is the Council for Administrators of Special Education; (EISE) is Effectiveness Indicators in Special Education; and CSF stands for Critical Success Factors. Research articles and district documents are also noted by author or location. Please refer to **Sources** for further bibliographic information.

Advocacy

Outcomes

1. insures that all children in the district have an advocacy network in place

2. an advocacy network is in place so that each child has an advocate to insure inclusion in the life of the school

3. insures that a proportion of students with disabilities are included throughout the spectrum of school programs

Evaluation Statements

1. "serves as an advocate for the development and implementation of programming designed to meet the needs of" students with disabilities (CASE)

2. "encourages the participation of students with disabilities in all school programs and activities" (EISE)

3. "initiates and develops a collaborative relationship between" general, special and vocational education (Kansas City, Missouri)

4. serves as an advocate for persons with disabilities in the community (Upshur County, West Virginia)

"maintains access and dissemination of information concerning special education and other programs" (Kansas City, Missouri)

5. participates in planning new school facilities to assure that they:

1. comply with legal accessibility requirements
2. provide reasonable accommodations for students and community members with disabilities; and
3. meet state and local requirements and needs for the special education program

Policy and Planning

Outcomes

1. A policy statement based on beliefs has been published which reflects the role of special education as an integral part of the educational program of the district.

2. Policy and plans in place reflect the inclusion of students with disabilities in the program of the district.

3. Policy and procedures in place regarding the inclusion of students with disabilities are consistently and equitably applied throughout the district.

Evaluation Statements

1. ensures that special education is viewed as an integral part of educational process while maintaining perspective regarding the operation and resource needs of the special education program within the context of the operation of the entire school program

maintains perspective regarding the operation and resource needs of the special education program within the scope of the total district program

2. "uses uniform special education policies and procedures throughout the district/school and communicates them to teachers, parents, other administrators, school board members, and students" (EISE)

3. "works closely with and provides support for local Advisory Committees on Special Education" (EISE)

4. develops and maintains strong relationships with the superintendent, school board members and other administrators so that important programmatic issues receive appropriate consideration

"develops and maintains strong professional relationships with regular education administrators and school boards" (EISE)

communicates with other administrators regarding planning (Burrello and Johnson)

acquires support from upper management on key programmatic issues and proposals (Burrello and Johnson)

"provides his/her superordinate(s) with sound, accurate data on which to base decisions or act on proposals" (CSF #1, Zadnick)

keeps his/her immediate supervisor informed of important programmatic issues and activities

"develops and maintains strong professional relationships with immediate superordinate(s) and boards of education" (CSF #49, Zadnick)

5. "effectively diagnoses the environment, visualizing the relationships of the program with internal and external forces acting on it and uses this analysis to make decisions" (CSF #19, Zadnick)

6. "acts as a resource to local, state, and federal legislative bodies" (CSF #39, Zadnick)

7. "keeps district personnel, school board members, parents, and the community informed about special education policies, programs and procedures, new developments, and legal requirements" (EISE)

8. "understands the power structure in the organization and aligns him/herself with this structure" to facilitate the approval of proposals and ideas that benefit special education (CSF #35, Zadnick)

9. "exercises skill and timing to help advance his/her ideas and proposals through the organization" (CSF #44, Zadnick)

10. "ensures that administrative lines of authority and responsibility affecting special education services are specific and familiar to all district staff" (EISE)

11. negotiates and gains support from key personnel and constituencies on program proposals in times of limited resources

"negotiates and gains support from key personnel on program proposals" (EISE)

"negotiates and gains support from key constituencies on program proposals" in times of limited resources (CSF #29, Zadnick)

Leadership

Outcomes

1. The vision for special education in the school district is reflected in an ongoing plan.

2. A vision of special education in the schools is created and implemented which is conducive to change and shared decision-making about the education of students with disabilities.

3. Appropriate and timely support is provided to principals and teachers in the delivery of services to students with disabilities.

4. The administrator symbolically shares ownership for what happens in special education in the district.

5. The administrator is perceived as one who stimulates creative problem solving, listens to ideas, is available and accessible to teachers and staff, and is resourceful.

Evaluation Statements

1. "creates an environment for board members, personnel, students and parents which assists them in developing confidence and establishes them as the primary decision makers of their programs" (CSF #7, Zadnick)

"creates a climate of shared decision-making involving students, teachers, principals, parents, and school boards in developing special education policies, procedures, plans, and in solving problems" (EISE)

2. "shares responsibility (with the principal) for instructional leadership in special education program" (EISE)

works with principals to insure that curriculum and instruction procedures undergo on-going modification, alignment and adaptation by groups of teachers

3. "acts as a model, facilitator, and catalyst for staff on program development activities" (CSF #16, Zadnick) (EISE)

"is visible and makes consistent personal contact with building administrators and staff" (CSF #21, Zadnick) (EISE)

"builds trust through accurate use and sharing of data" (Burrello and Johnson)

4. "develops and maintains a knowledge base of" educational issues, such as "assessment, curriculum, and instruction and anticipates their potential impact on special education" (CSF #50, Zadnick) (EISE)

5. is viewed by school personnel and parents as a highly supportive and fair individual

is perceived as highly supportive and fair by subordinates and co-workers (Burrello and Johnson)

perceives him/herself as a supportive and fair individual to subordinates and parents (Burrello and Johnson)

6. is skillful in resolving and/or managing conflict

"demonstrates skill in resolving and/or managing conflict" (CSF #52, Zadnick)

"is skillful in resolving and managing conflict and reacting quickly and positively to suggestions and criticisms from other departments within the educational organization" (EISE)

7. "demonstrates flexibility to adjust to various organizational climates and to change style based on his/her perceptions" (CSF #25, Zadnick)

8. considers the broad view when making decisions (Burrello and Johnson)

9. "exercises keen judgment and skill in interpreting policy or in making decisions in areas where a lack of policy exists" (CSF #27, Zadnick)

10. portrays a sense of confidence, respectability and a positive personal and professional image which facilitates the establishment of credibility and rapport with key individuals inside and outside the organization

"portrays a sense of confidence and respectability which facilitates the establishment of credibility and rapport with key individuals inside and outside the organization" (CSF #33, Zadnick)

projects a positive personal and professional image

Compliance Management

Outcomes

1. The district is in compliance with relevant laws, regulations and policies as measured by the State Department of Education.

2. A district plan for monitoring compliance with relevant laws, regulations and policies is in place.

Evaluation Statements

1. serves as a resource to the district as it develops policies, procedures and plans so that special education services are provided in accordance with local, state and federal laws, regulations, policies, procedures, and priorities

"considers state, local, and federal laws, regulations, policies, procedures, and priorities in developing district policies, procedures and plans" (EISE)

"serves as a resource to the district concerning the provision of special education services in accordance with local, state and federal regulations" (Kansas City, Missouri)

2. is responsible for monitoring special education programs, procedures and policies for compliance with:

1. district board of education policies;
2. state policies, regulations and statutes which affect special education;
3. federal policies, regulations and statutes which affect special education, including:
    a. the Education of All Handicapped Children Act (the Individuals with Disabilities Education Act);
    b. the Rehabilitation Act of 1973;
    c. the Family Rights and Privacy Act.
4. relevant legal decisions, decisions of the Office of Civil Rights, hearing decisions, and other legal trends which affect special education

Fiscal Management

Outcomes

1. A budget based on departmental plans is developed, defended and monitored.

2. Allocation of resources is planned, implemented according to the plan and budget, and monitored for efficiency and effectiveness.

3. A budget is developed which allocates funds to ensure that adequate personnel, facilities, contracted services, materials, and supplies are available to support effective special education programs.

4. External funds are regularly applied for and solicited from granting agencies.

Evaluation Statements

1. prepares necessary grant applications and reports information on the identification/referral, assessment, placement, and instruction of students with disabilities, including:

1. the annual project plan for EHA (IDEA) Flow-Through and Early Childhood Incentive accounts
2. the annual data report and census of students with disabilities
3. project plans for state and local grant programs
4. other discretionary, entitlement or competitive grants
5. other reports as requested by the State and Federal Departments of Education and other approved agencies requesting such information

2. develops budgets and allocates funds to ensure that adequate personnel, facilities, contracted services, materials, and supplies are available to support effective special education programs

"is knowledgeable of special education finance and demonstrates skill in purchasing quality services, materials, and equipment" (CSF #23, Zadnick)

"ensures that adequate personnel, facilities, materials, and supplies are available to support effective special education programs" (EISE)

"develops budgets (and allocates funds) sufficient to carry out an effective special education program, allocates district special education funds (local, state and federal) appropriately, and obtains additional funds to support innovative programming" (EISE)

3. "demonstrates skill in obtaining additional funds to financially support innovative programming" (CSF #45, Zadnick)

Human Resources Management

Outcomes

1. The administrator provides timely and appropriate support to principals, teachers and support staff in the delivery of services to students with disabilities.

2. The administrator prepares principals to select, place, and support personnel who work with students with disabilities.

3. The administrator is perceived as accessible and resourceful, and his/her advice concerning instructional issues is perceived as useful in the district.

4. An ongoing plan for continuous improvement through personnel development is in place and annually updated.

Evaluation Statements

1. supports professional development for staff through the implementation of the Comprehensive System for Personnel Development [CSPD]

"administers responsibility for the Comprehensive System of Personnel Development (CSPD) requirements" of state and federal law" (Kansas City, Missouri)

supports staff through professional development and inservice training activities

2. provides training and technical assistance regarding special education and related services to school personnel and parents in accordance with local, state and federal needs and regulations as delineated in the annual CSPD Plan

"provides training and technical assistance to district administrators, supervisors, principals, teachers, special educators", non-certified personnel, other agency personnel, community members and parents (Upshur County, West Virginia)

"provides information to school personnel regarding state and federal laws and regulations and other topics essential for the delivery of services" to students with disabilities (Hamilton County, Ohio)

"orients new staff regarding the philosophy, goals, priorities, and programming procedures for special education and each employee's responsibilities within the district" (EISE)

3. works with principals to supervise and evaluate school personnel in order to improve instruction

"provides support to building principals in the evaluation of job performance of special education personnel" (Kansas City, Missouri)

works with the principal to "emphasize the improvement of instruction and student performance through on-going staff supervision, observation, and consultation" (EISE)

"regularly observes regular and special education staff, makes helpful suggestions, and points out effective teaching" (EISE)

consults with building principals concerning the systematic observation and evaluation of regular and special education teachers and para-professionals who work with students with disabilities regarding their:

1. practical knowledge of disabling conditions
2. instructional expertise and content knowledge
3. ability to engage children in effective learning experiences
4. efforts to improve their programs

4. participates in recruitment and retention of staff

5. supports staff through a system of formal and informal recognition and through regular opportunities for interaction

"protects subordinates from outside pressures which may disrupt their ability to carry out their jobs" (CSF #3, Zadnick)

"supports the professional ethics of field staff even when their perceptions/values are discrepant with current operations or values in the district" (CSF #4, Zadnick)

"takes a personal interest in subordinates and provides them with positive reinforcement on their performance" (CSF #13, Zadnick)

works with other members of the administrative staff to "provide specific and relevant job descriptions for all special education staff" (EISE)

establishes and communicates a sense of strategic "direction which allows staff to develop a sense of worth and pride in their work" (CSF #2, Zadnick)(EISE)

6. consults with principals to assure that all personnel have sufficient time to complete instructional interventions and other tasks related to the provision of special education and related services

works with the principal to "provide sufficient time for all personnel who play a role in special education programming to communicate and consult with each other" (EISE)

"provides time to special education personnel for on-going communication and consultation with regular education teachers responsible for teaching students with disabilities" (EISE)

works with the principal to "provide enough time for all personnel who play a role in special education programming to complete their assigned responsibilities and duties without detracting from direct student instruction" (EISE)

works with the principal to "schedule adequate staff time for non-instructional special education activities, e.g. Individual Education Plan meetings, etc." (EISE)

"consults with building principals concerning the assignment and supervision of special education teachers" (EISE)

Curriculum, Instruction and Related Services

Outcomes

1. The administrator promotes the idea that the program for students with disabilities must be more the same than different from the district curriculum.

2. Community based programs are developed for students with severe and profound disabilities.

3. Contemporary practices are evident in the delivery of instruction.

4. Students who exit the special education program are prepared to achieve in the regular classroom, function in a supported work setting, attend appropriate post-secondary training, or accomplish a transition to a community based program.

Evaluation Statements

1. "fosters and supports maximum self-determination and independence on the part of" students with disabilities (CASE)

2. cooperates with school personnel, parents and community members to conceptualize, plan, and implement effective instructional programs for all students

"cooperates with (district) administrators, supervisors, principals, teachers, special educators", non-certified personnel, other agency personnel, community members and "parents to implement appropriate instructional programs for all students" (Upshur County, West Virginia)

manages an organization which provides effective instructional programs and services that promote student growth in behavioral, academic, and social areas (Burrello and Johnson)

"demonstrates expertise in conceptualizing, planning, and implementing quality programs for students" (CSF #42, Zadnick)

3. "facilitates staff identification and use of instructional methods and curricula which are appropriate and effective in meeting the needs of" students with disabilities (CASE)

4. "bases program decisions on the needs of students rather than on existing service delivery systems or costs" (CASE)

5. supervises Child Find activities, including identification/ referral, evaluation, IEP development, placement, and re-evaluation processes

"assists in the ongoing implementation of child find information management system procedures utilized in the identification, evaluation, Individual Education Plan development, placement, and periodic review of programs" for students with disabilities (Hamilton County, Ohio)

"implements and supervises ongoing Child Find program and activities" (Warren County, Kentucky)

6. works with school personnel to assure that the Individual Education Plan and its implementation meet the needs of the student

works with principals and transportation personnel to assure that transportation services are available for students with disabilities whose Individual Education Plans require special transportation

works with principals and school health personnel to assure that school health services are available for students with disabilities whose Individual Education Plan requires such services

works with school social workers to assure that social work services are available for students with disabilities whose Individual Education Plan requires such services

"provides consultation and assistance, through observation and discussion, to personnel to assure continuity among evaluation data, the Individual Education Plan, and daily lesson plans" (Hamilton County, Ohio)

"provides appropriate guidelines, consultation, and coordinative support to facilitate the Individual Education Plan process district-wide" (EISE)

position descriptions of student support personnel reflect their responsibilities for working with students with disabilities in the implementation of the IEP

7. "has responsibility for interdisciplinary team management for special education and related services" (Kansas City, Missouri)

8. works with parents to encourage their active participation in the education of their children

is "accessible to parents and parent groups to discuss programs relating to the needs of" students with disabilities (CASE)

"encourages parents to participate in program planning for their child(ren)" (CASE)

"assists in parent conferences, development of Individual Education Plans, and periodic reviews to assure that appropriate special education and related services are being provided to all" students with disabilities (Hamilton County, Ohio)

Community Relations

Outcomes

1. The administrator seeks and provides opportunities for parent and community input about matters affecting the special education program.

2. The administrator plans with the efforts of other agencies which provide services to students with disabilities under contract to the Board of Education, insuring that such services are provided cooperatively, comprehensively, and effectively.

Evaluation Statements

1. "coordinates the efforts of other agencies which provide services to" students with disabilities "under contract to (the Board of Education), insuring that such services are provided cooperatively, comprehensively, and effectively" (Upshur County, West Virginia)

2. "utilizes auxiliary services, parental involvement, community agencies, and all available resources to enhance the total program" for students with disabilities (Warren County, Kentucky)

3. works closely with community health services, social services, mental health and other agencies to provide early intervention services for children ages 0 - 5

4. provides opportunities for parent and community input on program matters (Burrello and Johnson)

5. develops strategies which provide accurate information on the climate/attitude of the community regarding special education (Burrello and Johnson)

Improving the Educational Process

Outcomes

1. The special education program is structured so that evaluation can occur.

2. A plan is in place to evaluate the special education program's congruence with federal, state, and local policies and best practices.

3. All necessary programs and services are described in sufficient detail and evaluation schema are in place so that program decisions can be made.

Evaluation Statements

1. "assists in the development of educational evaluation and accountability procedures, curriculum and staff development, and implementation or modification of instructional or classroom management strategies" (Hamilton County, Ohio)

2. "manages the assessment and analysis of special education and related services needs of district students" (EISE)

3. "coordinates the development and implementation of annual and long-term plans for program improvement" (EISE)

4. "assists with the formal, written evaluations of principals and works closely with each principal throughout the school year relative to the evaluation" (Upshur County, West Virginia)

Promoting Growth/Self Actualization

Outcomes

1. A personal improvement plan is annually developed and reviewed jointly with the superintendent.

2. The administrator provides ongoing feedback to personnel in the district and community members regarding the status of the special education program and plans professional and personal development activities which are designed to improve performance.

3. The administrator participates in personal and professional development activities which improve his/her understanding of the practice and ethics of special education.

Evaluation Statements

1. "participates in objective and systematic" self-evaluation and evaluation of "colleagues, services, and programs" in order to foster continuous improvement" (CASE)

2. "engages in personal and professional risk taking by promoting and supporting innovative and experimental programming" (CSF #9, Zadnick)

3. promotes "educational quality and professional cooperation through participation in planning, policy development, management, and evaluation so the programs (for students with disabilities) will be continuously improved" (CASE)

4. participates in professional and personal development activities pertaining to special education which might include research, literature reviews, conferences, relevant coursework, and membership in professional organizations

"stays abreast of the present literature, research and development, and pending legislation" (CSF #5, Zadnick)

"keeps informed of legal issues and school law as they pertain to special education and student affairs" (CSF #31, Zadnick)

"attends seminars, conferences", or professional preparation classes (CASE)

"participates as a member of professional organizations" (CASE)

"subscribes to and reads professional journals or maintains an updated professional library" (CASE)

5. "upholds and advances the values, ethics, knowledge, and mission of the profession" (CASE)

Sample
Evaluation Standards
Director of Special Education

The Director of Special Education reports to the Superintendent of Schools, who conducts the Annual Performance Assessment. The Director of Special Education shall collect documentation to substantiate meeting the **Outcome** in each **Category**. Documentation which relates to the Director of Special Education's job performance relative to the **Evaluation Statements** and the Board of Education's written *Mission Statement for the Sample School District* and adopted policies is summarized under the **Supporting Documentation** section, and relevant documents and examples are attached. Further information regarding the position responsibilities of the Director of Special Education maybe obtained from the *Position Descriptions for the Sample School District, Board Policy #92948*, adopted June 20, 1990. **Evaluation Statements** are taken from the position description for Director of Special Education.

Advocacy

Outcome: An advocacy network is in place so that each child has an advocate to insure inclusion in the life of the schools.

Evaluation Statements:

1. serves as an advocate for the development and implementation of programming designed to meet the needs of students with disabilities

2. encourages the participation of students with disabilities in all school programs and activities

3. initiates and develops a collaborative relationship between general, special and vocational education

4. participates in planning new school facilities to assure that they:

1. comply with legal accessibility requirements
2. provide reasonable accommodations for students and community members with disabilities; and
3. meet state and local requirements and needs for the special education program.

Supporting Documentation:_____

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Sample

Policy and Planning

Outcome: Board policy statements reflect the role of special education as an integral part of the educational program of the district, and policy regarding the inclusion of students with disabilities is consistently and equitably applied throughout the district.

Evaluation Statements:

5. ensures that special education is viewed as an integral part of educational process while maintaining perspective regarding the operation and resource needs of the special education program within the context of the operation of the entire school program

6. communicates special education policies and procedures to teachers, parents, other administrators, school board members, and students

7. acts as chair and provides support for local Advisory Committees on Special Education

8. develops and maintains strong relationships with the superintendent, school board members, and other administrators so that important programmatic issues receive appropriate consideration

9. keeps district personnel, school board members, parents, and the community informed about special education policies, programs and procedures, new developments, and legal requirements

Supporting Documentation:_____

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Sample

Leadership

Outcome: A vision of special education in the schools is created, and the vision is implemented through an ongoing plan which is conducive to change and shared decision-making about the education of students with disabilities.

Evaluation Statements:

10. creates a climate of shared decision-making involving students, teachers, principals, parents, and school boards in developing special education policies, procedures, plans, and in solving problems

11. is visible and makes consistent personal contact with building administrators and staff

12. is viewed by school personnel and parents as a highly supportive and fair individual

13. is skillful in resolving and managing conflict and reacting quickly and positively to suggestions and criticisms from other departments within the educational organization

14. demonstrates flexibility to adjust to various organizational climates and to change style based on his/her perceptions

15. portrays a sense of confidence, respectability and a positive personal and professional image which facilitates the establishment of credibility and rapport with key individuals inside and outside the organization

Supporting Documentation: _____

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Sample

Compliance Management

Outcome: The district is in compliance with relevant laws, regulations and policies as measured by the State Department of Education.

Evaluation Statements:

16. serves as a resource to the district as it develops policies, procedures and plans so that special education services are provided in accordance with local, state and federal laws, regulations, policies, procedures, and priorities

17. is responsible for monitoring special education programs, procedures and policies for compliance with:

a. district board of education policies;

b. state policies, regulations and statutes which affect special education;

c. federal policies, regulations and statutes which affect special education, including:

1) the Education of All Handicapped Children Act (the Individuals with Disabilities Education Act);

2) the Rehabilitation Act of 1973;

3) the Family Rights and Privacy Act.

d. relevant legal decisions, decisions of the Office of Civil Rights, hearing decisions, and other legal trends which affect special education.

Supporting Documentation: _____

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Sample

Fiscal Management

Outcome: Allocation of resources is planned, budgeted and implemented according to the plan, and monitored for efficiency and effectiveness.

Evaluation Statements:

18. prepares necessary grant applications and reports information on the identification/referral, assessment, placement, and instruction of students with disabilities, including:

a. the annual project plan for EHA (IDEA) Flow-Through and Early Childhood Incentive accounts

b. the annual data report and census of students with disabilities

c. project plans for state and local grant programs

d. other discretionary, entitlement or competitive grants

e. other reports as requested by the State and Federal Departments of Education and other approved agencies requesting such information

19. develops budgets and allocates funds to ensure that adequate personnel, facilities, contracted services, materials, and supplies are available to support effective special education programs

Supporting Documentation: _____

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Sample

Human Resources Management

Outcome: The administrator provides appropriate support to principals, teachers and support staff in the delivery of services to students with disabilities.

Evaluation Statements:

20. supports professional development for staff through the implementation of the Comprehensive System for Personnel Development (CSPD)

21. provides training and technical assistance regarding special education and related services to school personnel and parents in accordance with local, state and federal needs and regulations as delineated in the annual CSPD Plan

22. works with principals to supervise and evaluate school personnel in order to improve instruction

23. participates in recruitment and retention of staff

24. supports staff through a system of formal and informal recognition and through regular opportunities for interaction

Supporting Documentation: _____

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Sample

Curriculum, Instruction and Related Services

Outcome: The administrator promotes the idea that the program for students with disabilities must be more the same than different from the district curriculum.

Evaluation Statements:

25. works with principals to insure that curriculum and instruction procedures undergo on-going modification, alignment and adaptation by teachers so that instructional methods and curricula are appropriate and effective in meeting the needs of students with disabilities

26. fosters and supports maximum self-determination and independence on the part of students with disabilities

27. cooperates with school personnel, parents and community members to conceptualize, plan, and implement effective instructional programs for all students

28. bases program decisions on the needs of students rather than on existing service delivery options

29. supervises Child Find activities, including identification/ referral, evaluation, IEP development, placement, and re-evaluation processes

30. works with school personnel to assure that the Individual Education Plan and its implementation meet the needs of the student

31. works with principals and other personnel to assure that services are available for students with disabilities whose Individual Education Plan require them, including

a. special transportation
b. school health services
c. social work services

32. is responsible for interdisciplinary team management for special education and related services

33. works with parents to encourage their active participation in the education of their children

Supporting Documentation: _____

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Sample

Community Relations

Outcome: The administrator seeks and provides opportunities for parent and community input about matters affecting the special education program.

Evaluation Statements:

34. coordinates the efforts of other agencies which provide services to students with disabilities under contract to the Board of Education, insuring that such services are provided cooperatively, comprehensively, and effectively

35. works closely with community health services, social services, mental health and other agencies to provide early intervention services for children ages 0 - 5

Supporting Documentation: _____

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Improving the Educational Process

Outcome: All necessary programs and services are described in sufficient detail and evaluation schema are in place so that program decisions can be made.

Evaluation Statements:

36. manages the assessment and analysis of special education and related services needs of district students

37. coordinates the development and implementation of annual and long-term plans for program improvement and works to integrate these plans with other programs in the district

38. assists with the formal, written evaluations of principals and works closely with each principal throughout the school year relative to the evaluation

Supporting Documentation _____

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Sample

Promoting Growth/Self Actualization

Outcome: The administrator participates in personal and professional development activities which improve his/her understanding of the practice and ethics of special education.

Evaluation Statements:

39. develops and maintains a knowledge base of educational issues, such as assessment, curriculum, and instruction and anticipates their potential impact on special education

40. participates in objective and systematic self-evaluation and evaluation of colleagues, services, and programs in order to foster continuous improvement

41. participates in professional and personal development activities pertaining to special education, which might include research, literature reviews, conferences, relevant coursework, and membership in professional organizations

42. upholds and advances the values, ethics, knowledge, and mission of the profession

Supporting Documentation: _____

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Sources

Burrello, L.C. and V. Johnson. (1984). Critical success factors in managing special education. Unpublished Paper. In Sage, D. and Burrello, L. (1986). Policy Management and Special Education. Englewood Cliffs, N.J.: Prentice-Hall, Inc.

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Hamilton County, Ohio, Position Description and Evaluation Form
Park Hill School District, Kansas City, Missouri, Administrator Performance Evaluation Instrument and Position Description
Upshur County, West Virginia, Position Description and Evaluation Form
Warren County, Kentucky, Position Description and Evaluation Form